

Supplementary Aids and Services Considerations Toolkit

Grade: 5

Participants:

- Parent
- Special Education Teacher
- General Education Teacher
- Special Education Teacher
- Principal
- Guidance Counselor
- Occupational Therapist (BCIU)
- Speech Therapist (BCIU)
- Behavior Analyst (BCIU)
- Training and Consultation (BCIU)
- Training and Consultation (BCIU)
- Brain Steps Consultant (BCIU)

Student Strengths and Interests

Strengths	Interests
<ul style="list-style-type: none">• routine oriented• participates in class• desire to be involved• positive attitude• desire to please• self directed• time oriented• precise• focused• observant• decoding	<ul style="list-style-type: none">• sports (Eagles)• playing baseball• loves reading• loves animal (family zoo membership)• family• church• computers• using manipulatives

Sensory, Motor, and Processing Considerations

<i>Sensory</i>	<u>Vision</u> <ul style="list-style-type: none">• nothing noted	<u>Hearing</u> <ul style="list-style-type: none">• can be sensitive to loud noises
<i>Motor</i>	<u>Fine Motor</u> <ul style="list-style-type: none">• able to do self-care• able to copy from board• able to handwrite	<u>Gross Motor</u> <ul style="list-style-type: none">• needs to improve strength, balance, coordination and endurance• able to navigate school building
<i>Language/Processing</i>	<u>Receptive</u> <ul style="list-style-type: none">• struggles understanding social cues• needs directions repeated/restated• focuses on cue words and makes own connection to personal experiences (may be off topic)	<u>Expressive</u> <ul style="list-style-type: none">• struggles with grade level vocabulary• struggles with comprehension of grade level content• difficulty formulating thoughts

Instructional Supports Needed Throughout the Day

<u>Reading</u> <ul style="list-style-type: none">• connecting to prior knowledge• multi-sensory approach	<u>Writing</u> <ul style="list-style-type: none">• graphic organizers• sentence starters	<u>Listening</u> <ul style="list-style-type: none">• active participation• simplify directions• paraphrase and rephrase	<u>Behavior</u> <ul style="list-style-type: none">• re-directing for focus and attention• token system• preview with clear expectations
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Subject-Specific Information/Methods/Levels of Performance

	<u>Current Level of Performance</u>	<u>Instructional Methods</u>
<i>Reading</i>	2.1 grade level (1.5 comprehension)	decoding more advanced than comprehension
<i>Math</i>	2.8 grade level	computation more advanced than problem solving
<i>Writing</i>	Basic level	
<i>Science</i>		pass/fail grading used
<i>Social Studies</i>		pass/fail grading used
<i>PE</i>		
<i>Art/Music</i>		

Step 1: Develop Profile of General Education Classroom <i>Create a profile of the classroom environment(s) by circling the number that best describes the frequency of use of identified materials and instructional practices.</i>		Step 2: Identify Potential Barriers to Curricular Access and Instruction <i>Identify difficulties you can anticipate for this student <u>if nothing is changed</u>, based on his/her current skills, needs, and learning style.</i>	Step 3: Identify Strategies and Services to Eliminate Barriers <i>Identify Supplementary Aids and Services to address potential barriers. Consider all possibilities consulting available resources and support personnel</i>
Printed Material <ul style="list-style-type: none"> • Textbook • Workbook • Trade book • Worksheets • Newspaper/magazine 	Frequency of Use <ul style="list-style-type: none"> • 2 • 0 • 2 • 3 • 1 	visual layout of textbook, directions of assignments in textbook and worksheets	minimize visual content on page, rewrite/simplify directions
Technology <ul style="list-style-type: none"> • Computer • Internet • E-mail • Instructional software • Graphics software • Printer/Scanner 	Frequency of Use <ul style="list-style-type: none"> • 0 • 0 • 0 • 0 • 0 • 0 	since the frequency of use of technology is zero, there are no barriers to access or instruction	
Information Presentation Methods <ul style="list-style-type: none"> • Chalk/White Board • Smart Board • Overheads • Lecture • Printed Notes/Outlines • Handouts • Videos/Movies • Graphic Organizers • Visual Support • Manipulatives 	Frequency of Use <ul style="list-style-type: none"> • 3 • 0 • 3 • 1 • 2 • 3 • 0 • 3 • 0 • 2 	information presented in lecture format may not be understood, directions on handouts could be misunderstood	pre-teach concepts that will be discussed in lecture format, rewrite/simplify directions
Student Assessment Formats <ul style="list-style-type: none"> • Written tests • Oral presentations • Worksheets • Narrative reports • Performance tasks 	Frequency of Use <ul style="list-style-type: none"> • 3 • 3 • 3 • 1 • 3 	length of test, comprehension of content and vocabulary, directions for assessment understood	smaller test setting, minimize distractions during testing, chunk test information, prioritize key vocabulary and concepts to be taught/assessed, simplify directions, study guides, test read aloud, word bank, make assessment hands on
Project/Presentation Formats <ul style="list-style-type: none"> • Term paper/research 	Frequency of Use <ul style="list-style-type: none"> • 3 	organization of assignments, remembering sequence of	checklists for organization, direct instruction for use of graphic organizers, chunking

<ul style="list-style-type: none"> project • Group project • Oral presentation • Handwritten paper • Typed paper • Drawing/diagram • Three-dimensional project • Oral reading • Graphic representation 	<ul style="list-style-type: none"> • 2 • 1 • 1 • 3 • 3 • 1 • 2 • 3 	tasks, focus, typing of assignments , oral presentation	sections of project, smaller group for presentation, opportunity to practice presentation, decrease amount of content that needs to be addressed in project/presentation
Instructional Format <ul style="list-style-type: none"> • Small-group discussion • Large group discussion • Lecture • Independent reading • Individual seatwork • Dyads/partner • 1:1 instruction • Note taking • Homework 	Prevalence of Practice <ul style="list-style-type: none"> • 3 • 3 • 2 • 3 • 2 • 2/3 • 1 • 3 • 3 	listening to instruction while note taking, independent reading of grade level material, remembering sequence of tasks, pragmatics of group work, completion essays for homework assignments	assign role for group work for a period of time, sub-schedule of lesson on classroom board, modify/simplify homework, frequent teacher check-ins, pre-teaching/reviewing concepts, simple sentences and phrases when information is presented orally
Classroom Management <ul style="list-style-type: none"> • Expected behaviors are identified and taught to students • Students are reinforced for meeting behavioral expectations • Appropriate behavior is modeled in class • A problem-solving approach is used to deal with issues • Students have the opportunity to identify and discuss concerns 	Prevalence of Practice <ul style="list-style-type: none"> • 3 • 3 • 3 • 3 • 3 	attending during instruction, understanding social cues, flexibility in changes of routine, expression of frustration in classroom	signals from staff to re-direct focus, proximity control, social stories, direct instruction of classroom expectations (w/review and reinforcement)
Response to Diversity <ul style="list-style-type: none"> • Instructional activities incorporate student interests and experiences • Students have opportunities to make choices • Individual differences are seen as positive • Respect and understanding of 	Prevalence of Practice <ul style="list-style-type: none"> • 3 • 2 • 3 • 3 	difficulty with transitions, disoriented by multiple instructional formats for one lesson (fast pace)	individual daily schedule, advance warning of changes, focus on reinforcement of flexibility

<p>differences in addressed in instructional activities</p>			
<p>Interpersonal Relationships</p> <ul style="list-style-type: none"> • Students help each other • Students treat each other with respect • Social skills are taught 	<p>Prevalence of Practice</p> <ul style="list-style-type: none"> • 3 • 3 • 3 	<p>social skills (not age appropriate), initiating conversations</p>	<p>direct instruction in social skills (perspective taking), participation in structured friendship group</p>
<p>Social Activities</p> <ul style="list-style-type: none"> • The school offers activities that address a range of student interests • School sponsored activities are publicized in a variety of ways to reach all students • Extracurricular activities are well attended by all students 	<p>Prevalence of Practice</p> <ul style="list-style-type: none"> • 3 • 3 • 3 	<p>reciprocal interactions, conversations revolve around his interests</p>	<p>reinforcement for appropriate participation in conversations</p>
<p>Classroom Environment</p> <ul style="list-style-type: none"> • Classroom location is accessible • Room arrangement allows for access to all areas • Room arrangement allows for all students to see and hear instruction • Room arrangement allows for teacher to see and monitor all students • Students have the opportunity to work without distraction • Noise level of classroom does not interfere with learning • Lighting in room is conducive to learning 	<p>Feature of this Setting</p> <ul style="list-style-type: none"> • Y • Y • Y • Y • Y • Y • Y 	<p>transitions between classes, organization of supplies and materials, distracted by outside recess</p>	<p>change seat away from window, check in with adults to help organize materials (to be faded), use of classroom books rather than carrying from class to class</p>

Step 4:**Discuss Appropriate Supplementary Aids and Services Options and Identify Viable Alternatives for Implementation.**

Based on the analysis of the general education classroom setting, identify those Supplementary Aids and Services that represent the team's best thinking about the most appropriate services and strategies to support learning and participation in the general education setting. These decisions are likely to have resource/personnel/training and/or administrative support implications. This step in the consideration process focuses on the supports necessary for adults to effectively implement the Supplementary Aids and Services that have been identified.

Student Support Strategies to Implement (What does the student need?)	Adult Supports/Resources for Implementation (What do the adults need?)	Supports for Implementation (How we will get there?)
<p><i>[Ex: Student needs visual supports used throughout the day to understand schedule and individual activity demands.]</i></p> <ul style="list-style-type: none">• Rewrite and simplify directions• Pre-teach concepts that will be discussed in lecture format• Chunking test information• Minimize content or number of assessment questions• Oral assessments in Social Studies and Science• Prioritize concepts and vocabulary to be taught and assessed• Hands on assessments for math• Use of graphic organizers for project and presentation information	<p><i>[Ex: Special educator needs access to Boardmaker software; training in use of software needed.]</i></p> <ul style="list-style-type: none">• Training/consultation on the modification of math assessments• Outline of key concepts for science and social studies sent home• Support for determining key vocabulary concepts to be introduced and reviews• Time for monthly consultation with Speech and Language Therapist and Brain Steps consultant	<p><i>[Ex: IU AT consultant will provide teacher training; school will purchase software; tech coordinator will install on computer with access to color printer.]</i></p> <ul style="list-style-type: none">• Referral for a SETT evaluation to be completed• The addition of an annual goal to address Nicholas' needs for pragmatic instruction to improve social skills• Direct instruction on the use of graphic organizers

